

DOCUMENT RESUME

ED 217 375

CS 006 649

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TITLE Content Analyses of the Required Reading Courses for Prospective Secondary Teachers at Each of the Seven State Teacher Training Institutions of New Jersey.
PUB DATE May 82
NOTE 70p.; M. A. Thesis, Kean College of New Jersey. Appendix B will not reproduce.
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Comparative Analysis; *Content Area Reading; *Course Content; Higher Education; *Reading Instruction; *Reading Research; Secondary School Teachers; State Colleges; State Surveys; *Teacher Education; *Teacher Education Curriculum
IDENTIFIERS *New Jersey

ABSTRACT

A study was undertaken to analyze and compare the content of two reading courses required for all prospective secondary school teachers in each of the seven teacher training schools in New Jersey. A five-page questionnaire was sent to the director of the reading program or to a member of the reading program staff at each of the colleges. The questionnaire elicited information concerning materials and teaching techniques used in the courses and the types of assignments made. The results revealed that six of the institutions had developed reading courses especially for secondary education majors, and that one school had made no provisions for such students. Many similarities were found in the materials and teaching techniques used, with the majority of schools indicating that field work or observational experiences were rarely a part of the required courses. (A copy of the questionnaire is appended.) (FL)

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CONTENT ANALYSES OF THE REQUIRED READING COURSES
FOR PROSPECTIVE SECONDARY TEACHERS AT
EACH OF THE SEVEN STATE TEACHER
TRAINING INSTITUTIONS
OF NEW JERSEY

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BY
ANNA MAE STEFANELLI

Submitted In Partial Fulfillment of
The Master of Arts Degree
In Reading Specialization

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For my husband, Gerald, who has given me support, encouragement and understanding.

ACKNOWLEDGEMENT

The investigator wishes to acknowledge and thank the following individuals for their major contributions of data regarding the required reading courses for secondary education majors at each of the seven state teacher training institutions of New Jersey: Dr. Margaret Cagney, Glassboro State College; Dr. Jane Feeley, William Paterson College; Dr. Josephine Goldsmith, Rutgers University; Dr. Maria Schantz, Montclair State College; Dr. Richard Shepard, Trenton State College; Dr. Gary Spencer, Jersey City State College; Dr. Dorothy Welle, Kean College of New Jersey; and any other individuals at these institutions who may have contributed data. Without their help, completion of this thesis would have been impossible.

A special "thank you" is extended to Dr. Lillian Putnam for her never ending guidance, assistance and encouragement. The investigator is grateful for having had the opportunity to work with such an outstanding, dedicated individual.

Anna Mae Stefanelli

CHAPTER I - INTRODUCTION

I STATEMENT OF THE PROBLEM

The purpose of this project is to analyze and compare the content of the two reading courses required for all prospective secondary teachers in each of the seven teacher training institutions in New Jersey.

II HYPOTHESIS

There are no basic differences between the content of the two required reading courses offered for secondary teachers at each of the seven teacher training institutions in New Jersey.

III SIGNIFICANCE OF THE PROBLEM

Each year content area teachers will be faced with students who have difficulty with the content of their courses. Often the difficulty will arise because the students lack the reading-study-thinking skills necessary to handle the material that will be presented. Prepared only to teach the content of their courses, these teachers could be overwhelmed by the reading problems of their students.

The New Jersey state mandate effective September 1977, required all prospective content area teachers to take six-semester hours or at least two courses in the teaching of reading. The change in the requirements for state certification will hopefully produce a new breed of teachers who will be qualified to meet the reading needs of their students.

IV DEFINITIONS

Reading Requirements For Content Area Teacher Education Programs

All content area education teaching programs shall include six-semester hours or at least two courses in the teaching of reading as it pertains to the field for which certification is being sought (1976).

Prospective Content Area Teachers

Prospective content area teachers will be individuals who are enrolled in programs preparing them to teach one or more subjects at the secondary level.

V ASSUMPTIONS

The Director or a member of the reading staff at each of the seven state teacher training institutions answered all questions honestly.

VI LIMITATIONS

Various course titles may not adequately reflect the content actually taught or experiences given.

VII DELIMITATIONS

The findings of this study were based on the reading courses offered at the seven state teaching institutions and do not apply to the many private teacher training institutions in New Jersey.

CHAPTER II - A REVIEW OF RELATED LITERATURE

Teacher Preparation and Certification

In a field study examining how well teaching institutions were preparing teachers of reading, The Torch Lighters, by Austin et al. (1961) made twenty-two recommendations for improving teacher preparation. Two of these recommendations were directly related to teaching reading in the content areas. Recommendation 6 stated that the basic reading instruction offered to prospective elementary teachers be broadened to include content and instructional techniques appropriate for the intermediate and upper grades. Recommendation 9 suggested that a course in basic reading instruction be required of all prospective secondary school teachers.

In a follow-up study, The Torch Lighters Revisited, Morrison and Austin (1974) examined the extent to which the recommendations of the 1961 study had been adopted or modified. A questionnaire was mailed to 220 schools offering teacher preparation courses. The seventy-four colleges and universities that participated in the first study were included. A total of 161 respondents (73.2 percent of the population) returned a completed questionnaire. There was representation from forty of the states.

In response to Recommendation 6 of the first study, 127 respondents, 78.9%, had programs in effect which included content and instructional techniques appropriate for

intermediate and upper grades. An additional twenty-eight respondents, 17.4%, reported modified or strengthened programs. The researchers viewed this as a hopeful sign.

The respondents' replies to Recommendation 9 of the first study were not as encouraging. Only forty respondents, 24.8%, reported in effect basic reading instruction for all prospective secondary school teachers. An additional twenty-four respondents, 14.9%, reported modified or strengthened programs. The researchers also stated that more colleges and universities would be forced to offer reading courses for prospective secondary education teachers because legislative changes regarding certification would require reading courses.

Estes and Piercey (1973) found that after conducting a national survey of the fifty state certification agencies, plus that of Washington D.C., thirty-five of the fifty states neither have nor are considering reading as a requirement for secondary certification in teaching. New Jersey was one of the thirty-five states.

In a later study by Bader (1975), similar to the study of Estes and Piercey (1973), it was reported that 55% of the fifty-one boards either have or are considering a reading requirement for secondary teachers. This represented a substantial increase over the previous study. New Jersey was one of the states considering the requirement.

The Professional Standards Committee of New Jersey

Reading Association proposed a rule requesting reading requirements for all teacher education programs in the state of New Jersey. The rule required all teaching certifications in New Jersey to include six-semester hours or at least two courses in the teaching of reading. The rule was made mandatory by the State Board of Examiners and became effective September, 1977.

As a result of state-mandated minimum competency tests for elementary and secondary students, Riggs and Lewis (1979) surveyed 549 teacher training institutions in the United States to measure the influence of this movement on teacher education programs. All institutions receiving a survey were approved by the National Council for Accreditation of Teacher Education (NCATE). Responses were received from 353 recipients. Nearly all respondents anticipated that the emphasis on each area assessed would remain the same or intensify. Very few respondents anticipated a decrease in emphasis. An important finding cited was the difference between projected increases in language skills and computational skills. Coursework for language arts, methods of teaching reading and writing are projected to increase far more than mathematics coursework and math teaching methods.

Cheek (1980) conducted a study to determine the perceived quality of undergraduate and graduate programs in reading by former students in those programs. Ninety colleges

and universities in the United States and Canada provided the investigator with the names of 851 graduates. Survey forms were sent to each graduate. There were responses from 404 recipients. The following are the findings reported by Cheek:

1. that teaching experience as student teachers or graduate teaching assistants were highly valued
2. persons taking three or four courses in reading felt significantly better prepared to teach reading than those taking one or two courses
3. how to organize and manage reading instruction and how to diagnose reading difficulties were considered the first and second most helpful courses
4. introductory courses were cited as least helpful
5. that college and university teachers rated their programs more positively than did other professionals

One interesting point found in Cheek's hypotheses was the listing of a course dealing with reading in the content areas under the three least helpful graduate courses. The investigation indicated that it was not found to be among the three least helpful courses offered to graduate students.

Teaching Reading in the Content Areas

Herber (1978) states that when teaching reading in the content areas it is the content that determines the process. Implicit in the content of the material to be read are the skills needed to read successfully. Concern is with the sequential development of ideas and not with the sequential development of reading skills. The skills that will be taught are determined by the content of the material assigned, never the reverse.

West (1978) believes content area teachers often mis-

conceive their role in the teaching of reading skills. Some teachers are viewing the teaching of reading as a separate unit. This is wrong. Instead, the content area teacher should be teaching the skills and strategies necessary to understand, study, criticize and evaluate the material being read. Consciously, these reading skills should be incorporated into the content of the material.

In his article, "Establishing Effective Secondary Reading Programs", Cushenbery (1979) made seven recommendations which will improve the effectiveness of reading programs at the secondary level. The following are the author's recommendations:

1. Content teachers should be teaching reading skills which are unique to their subject areas.
2. Meaningful, individualized in-service should be provided for teachers.
3. A skills and competencies sequence should be developed for grades K-12.
4. Students' needs should be met by individualizing instruction.
5. The costs of the program should be logical and defensible.
6. A continuous evaluation system should be built into the program.
7. The community should be involved in the development of the program.

In conclusion, the author stated a secondary reading program built on his basic principle will be both effective and viable.

Martha C. and Earl H. Cheek (1979) suggested diagnostic procedures which can be used by content teachers or specialists to identify students who need to develop reading skills before

they can tackle the content material. The following diagnostic procedures were described in the article: Observation, Simplified Reading Inventory, Cloze Procedure, Informal Reading Inventory, Group Reading Inventory and Criterion Referenced Tests. In view of the fact that content teachers have many classes of students with wide ranges of reading ability, the six diagnostic procedures mentioned will help teachers become aware of the specific learning needs of their students. Specialists should assist the content teachers with the administration, implementation and evaluation of these procedures in the content classroom.

After reviewing the literature on reading instruction in the content areas, Courtney (1980) concluded that a greater number of in-service and undergraduate courses dealing with content area reading are needed. He also suggested that state-mandated reading courses are necessary at the secondary school level.

Gove (1981) believes the way to get high school teachers to use content reading strategies is to personalize staff development activities on the basis of where the teachers are in relation to specific content reading strategies being implemented. A program based on her idea was conducted in The East Cleveland High School during the 1980-81 school year. Twenty-four content area teachers were interviewed prior to the program. The goal of the interviews was to see how much

the teachers knew about study guides and vocabulary exercises as described by Herber (1970) and Earle (1974). After the interviews, the teachers participated in a demonstration lesson on the use of study guides as defined by Herber and Earle. During the demonstration, the teachers developed a study guide. Following the completion of the study guide, weekly meetings directed by reading specialists were held to discuss their reactions to the demonstration lesson and the development of the study guide.

As a result of the project many teachers became interested in using study guides but feared their supervisors might downgrade them if they could not cover all the required material of the content course. Supervisors then met with the reading specialists to discuss the merits of the technique and to brainstorm ways to alleviate the teachers' concerns. As a result, the supervisors began giving positive feedback to those teachers using the guides and they also began suggesting that more teachers use these procedures.

The Attitudes of Secondary Teachers Toward Teaching Reading in the Content Areas

In the study "Changing Teacher Attitudes Toward Teaching Reading in the Content Areas", Smith and Otto (1969) concluded that there is a need for further research in the area of attitudes toward teaching reading skills in content classes. Nineteen junior and senior high school teachers from Madison,

Wisconsin Public School volunteered to take a five session reading improvement course. The inductive approach of a personal reading improvement course was used, rather than the less popular "let-the-expert-tell-you" approach usually used for in-service programs. The Nelson-Denny Reading Tests, forms A and B, were used to pre and posttest the reading skills. An attitude inventory was developed by the investigators for the study. The subjects were pre and posttested with the inventory.

Posttest scores revealed reading skills had improved. However, the attitudes of the subjects were more negative toward specific inventory items dealing with teaching reading in the content areas on the posttest. The investigators concluded that more studies of this nature are needed to understand more fully the attitudes of the content area teachers toward the teaching of reading.

Vaughan (1977) believes the resolution of reading problems found in secondary students may lie in teachers' attitudes toward the problem. If teachers are aware and sympathetic to the difficulties their students may encounter when reading the course material, then they will be more likely to want to learn ways in which they can help their students.

Unhappy with the instruments available, Vaughan developed a scale to assess attitudes toward teaching reading in content area classrooms. His scale differs from the other

measures of the same construct in that it has been examined for construct validity in three studies conducted over a two year period. The scale was examined for internal consistency, stability, convergent validity, sensitivity to treatment and discriminant validity. The findings of the studies demonstrated the scale to be both reliable and valid. Vaughan's scale can be used by anyone interested in accessing the attitude of content area teachers without concern over copyright.

Dupuis and Askow (1978) found positive changes in junior high school teachers' attitudes following a fifteen session workshop on integrating the teaching of reading in content. Fifty-eight teachers from the selected urban, rural and suburban junior high schools in Pennsylvania volunteered to participate in the project. Items pre and posttested were their knowledge of reading skills, ability to identify and teach reading skills and their attitudes toward integrating reading with content materials. The teachers were divided into five groups based on content areas: English, Reading, Social Studies, Math/Science and Related Arts. The Reading teachers were asked to serve as resource teachers for the content area teachers. Although gains were made by all five groups when posttested, the English and Reading teachers posttest scores reflected lower gains than the other three groups. The investigators suspect that the Reading teachers may not have felt comfortable with their role in the workshop.

In addition, English and Reading teachers may have been reluctant to admit the material or techniques being presented was new to them. Rather than "lose face" in sight of their peers, they reacted passively.

O'Rourke (1980) analyzed the attitudes of 329 junior and senior high school teachers in a recent study conducted in Nebraska. The subjects taught English, Math, Social Studies and Science. A questionnaire based on the scale developed by Vaughan (1977) was sent to the subjects. He found statistically significant differences in attitudes among content area teachers, with the English teachers scoring highest (83.7%) and Science teachers scoring lowest (72.4%). No differences were found between the scores of the junior and senior high school teachers. The total group score for the junior high school teachers was 77.3%, while the senior high school teachers' group score was 77.1%. The study also revealed that teachers who had taken a reading course had significantly more positive attitudes than those who had not taken a course. Those subjects who had taken the course, on an average, scored 82.3%, whereas the ones who had not taken a course scored 74.1%. O'Rourke concluded with three recommendations. A course on teaching reading in the content areas should be required for future teacher certificates. Staff development personnel should plan content reading workshops for in-service teachers. Future research should focus

on measuring the relationship between the attitudes and skills of individuals who score high and those who score low.

After conducting a three year study at Kean College of New Jersey, Welle (1981) reported the attitudes of secondary education majors toward teaching reading in the content areas was significantly more positive at the end of the course than at the beginning. The subjects of the study were sixty-four students enrolled in the first of two required secondary reading courses taught by the investigator during Fall 1977 ($n=16$); Fall 1978 ($n=34$); and Fall 1979 ($n=14$). Most of the students were juniors and seniors. A few sophomores and graduate students were part of the sample. They represented the major fields of English, fine arts, Spanish, music education, industrial arts, physical education and a group labeled "all others". This group included many other disciplines, each of which was represented by one or two students. Vaughan's scale (1977) to measure teacher attitudes toward teaching reading in content classrooms was administered at the beginning and end of each semester. Pre and posttest data were subjected to analyses of variance and covariance using the Statistical Package for the Social Sciences (SPSS) with the level of significance set at .05.

The investigator found the attitude of the 1978 and 1979 groups were significantly more positive at the end of the course than the attitude of the 1977 group. Welle stated

the finding might be attributed to the students' acceptance of the reading courses in 1978 and 1979 semesters. In addition, the techniques used to teach the course during the fall of 1978 and 1979 differed from the techniques used during the 1977 semester.

CHAPTER III - DESIGN OF THE STUDY

PROCEDURES USED

Effective September 1977, the New Jersey State mandate required all prospective teachers to take six-semester hours or at least two courses in the teaching of reading for state certification. Subsequently, teacher training institutions were faced with providing all prospective content area teachers with instruction in this area.

The purpose of this project was to analyze and compare the content of the two reading courses required for prospective secondary teachers. The investigator developed a questionnaire designed to reveal information about the content of these required reading courses. The questionnaire was sent to the Director or member of the reading staff at each of the seven state teacher training institutions in New Jersey during the month of January, 1982.

SOURCES OF DATA

The questionnaire was completed by the Director or a member of the reading staff at each of the State teacher training institutions in New Jersey. The following institutions received the questionnaire: Rutgers University, Kean College of New Jersey, Glassboro State College, Trenton State College, Montclair State College, William Paterson College and Jersey City State College.

METHODS OF GATHERING DATA

Two methods were used to gather data for this project:

1.) The questionnaire, 2.) personal interviews or telephone calls. The latter supplemented and/or clarified the data revealed in the completed questionnaires.

DESCRIPTION OF DATA-GATHERING INSTRUMENTS USED

The questionnaire, designed by the investigator, sought to determine the content of the required reading courses taken by prospective secondary education teachers at the seven state teacher training institutions of New Jersey. The data revealed in the questionnaire and follow-up interviews and phone calls enabled the investigator to analyze and compare the content of the required reading courses at each of the institutions.

The five page questionnaire included three sections and a total of thirty-seven questions. In Research in Education, Best describes the use of closed-form and open-form questionnaires. Closed-form questionnaires call for the respondent to answer yes or no, make a short response or check an item from a list of suggested responses. The open-form questionnaire calls for a free response in the respondent's own words. The investigator combined both types of questioning techniques to develop the questionnaire used in this research project.

The first section contained thirty-five closed-form questions which required the respondent to check an item from a list of suggested responses and/or to make a short response.

Responses were checked on a five point scale: always=5, almost always=4, sometimes=3, rarely=2 and never=1. In addition to a rating, questions pertaining to textbooks, supplemental media, journals and techniques and strategies used during class instruction required short responses. Each subsection also included a space for comments which would fall under the open-form technique. This section was divided into the following subsections: Required Reading Courses, Textbooks, Supplemental Materials and Course Content, Field Experience, Strategies/Sources for Determining Students' Needs, Vocabulary Development in Content, Strategies for Developing Comprehension, Interpreting Graphics, and The Preparation of Reading Assignments.

The second and third sections contained one open-form question each. The second section sought information about the types of assignments prospective content area teachers are required to complete. The third section sought any additional information pertaining to the two required reading courses.

In preparing the questionnaire, the investigator used Gail B. West's book, Teaching Reading Skills in Content Areas: A Practical Guide to the Construction of Student Exercises, as a major source of information and model. Her outline of Reading and Study Skills for content area teachers provided the conceptual basis for the formation of many questions with

some changes. The questions were carefully worded for brevity and some questions were combined to avoid repetition. Questions dealing with required assignments were eliminated from the content subsections. Instead, the second section of the questionnaire was included. Finally, the questionnaire was reduced from forty-eight to thirty-seven questions.

Responses were received from all seven institutions. The data were analyzed and charted quantitatively (Table I) and further verbal analyses were added.

CHAPTER IV - PRESENTATION AND ANALYSIS OF DATA

Data from the first section of the three part questionnaire used in this study has been presented in Table I. This Table consists of the thirty-five closed-form questions and the rating given to each question by a member of the reading staff at each of the seven teacher training institutions of New Jersey. The rating scale used in the questionnaire has been included in the table. Certain questions in the first section received short responses and/or explanations. These questions have been indicated with an asterisk. The responses and/or explanations were included in the verbal analyses which follows Table I. A dash was used to indicate that an item received neither a rating nor a response. The two remaining open-form questions in the second and third sections of the questionnaire have been included in the verbal analyses.

TABLE I

Summary of Data From Questionnaire

5=always 4=almost always
 3=sometimes 2=rarely
 1=never *=comment and/or response
 --=no response

Required Reading Courses

	Kean	Jersey City	Montclair	Glassboro	William Paterson	Rutgers	Trenton
1. Are prospective elementary and secondary teachers taking the same reading courses?	*	5	*	1	2	2	2
2. If the courses are the same, are special provisions made for secondary education students?	*	5	*	-	*	*	*
3. If the courses are different, do they include an introduction about reading at the elementary level?	5	-	5	5	5	-	5
4. Do the instructors emphasize the differences between teaching reading at the elementary level and the secondary level?	5	5	5	5	5	4	5
5. Are students permitted (if not encouraged) to take more than six-semester hours in the teaching of reading?	5	4	5	5	5	5	5
6. If specific weaknesses are detected in the area of reading, are secondary students encouraged or required to take additional reading courses?	2*	3	*	4*	5	*	3*
7. Are faculty members assigned to the courses, full time reading instructors?	4	5	*	5	3*	*	4

(TABLE I cont.)

	Kean	Jersey City	Montclair	Glassboro	William Paterson	Rutgers	Trenton
<u>Textbooks, Supplemental Material and Course Content</u>							
1. Are students required to purchase designated textbooks?	5	5	5	5	5	5	5
2. Is media used to supplement classroom instruction?	5	4	4	*	5	4	3
3. Are students introduced to professional reading journals?	5	4	4	5	5	5	4
4. Do instructors use varied techniques and strategies during class instruction?	5	5	5	5	5	3	5
5. Are students acquainted with a variety of opinions related to significant issues?	5	4	4	5	5	5	4
<u>Field Experience</u>							
Excluding regular student teaching, are the students:							
1. provided with the opportunity for directed observational experiences in local schools concurrently with their course work in reading?	4	2	3	2	3*	4	1
2. required to demonstrate the ability to integrate reading skills in their particular content area by participating in a student teaching experience which is supervised by both cooperating teacher and college instructor?	1	4	5	1	4	1	1

(TABLE I cont.)

	Kean	Jersey City	Montclair	Glassboro	William Paterson	Rutgers	Trenton
	1	5*	3	2	2	*	1
3. Has an effort been made to recruit qualified cooperating teachers who are successful reading teachers?							
<u>Strategies/Sources for Determining Students' Needs</u>							
Are the students:							
1. familiarized with formal and informal measures of testing?	5	5	-	-	-	5	-
- Standardized tests	5	5	5	5	5	5	5
- MBS	5	5	5	5	3	4	5
- Criterion Referenced tests	5	5	5	5	5	5	5
- Intermediate Appraisals or placement tests	5	3	*	5	5	5	-
- Informal Reading Inventories	5	5	5	5	5	5	5
- Cloze technique	5	5	5	5	5	5	5
- Group inventories	5	5	4	5	5	5	5
- Observation	5	4	5	5	5	5	-
2. familiarized with the following testing terms?			-			-	
- mean	5	4	5	5	5	5	2
- median	5	3	5	5	5	5	2
- standardization	5	4	5	5	5	5	2
- types of norms	5	3	5	5	5	5	2
- reliability	5	3	5	5	5	5	2
- validity	5	3	5	5	5	5	2
3. acquainted with the assets, limitations and abuses of standardized testing?	5*	4	5	5	5	5	5

(TABLE I cont.)

	Kean	Jersey City	Montclair	Glassboro	William Paterson	Rutgers	Trenton
<u>Vocabulary Development in Content</u>							
Are the students:							
1. acquainted with the three types of vocabulary: general vocabulary, technical vocabulary and specialized vocabulary?	5	5	5	5	5	5	5
2. taught strategies of instruction for structural analysis?	5	5	4	5	5	5	3
3. taught strategies for word recognition emphasizing context clues?	5	5	5	5	5	5	3
<u>Strategies for Developing Comprehension</u>							
Are the students:							
1. acquainted with the three levels of comprehension?	5*	5*	5	5	5	5*	3
2. required to write questions or statements for each level of comprehension?	5	5	5	5	5	5	2
3. taught strategies of instruction to differentiate between the main idea and details?	5	3	4	5	5	5	2
4. acquainted with internal organizational patterns of texts?	5	4	5	5	5	4	3

(TABLE I cont.)

	Kean	Jersey City	Montclair	Glassboro	William Paterson	Rutgers	Trenton
<u>Interpreting Graphics</u>							
Are the students:							
1. introduced to the reading skills necessary to interpret graphics?	5	4	3	5	5	3	3
2. taught strategies on instruction for the interpretation of graphics?	5	4	3	5	5	2	3
<u>Development of Study Skills</u>							
Are the students:							
1. familiarized with the different rates of reading and the purposes for each?	5	5	5	5	5	4	5
2. taught the following study technique: SQ3R, SQ4R or PQRS?	5	5	5	5	5	5	5
3. taught strategies for notetaking?	5	5	3	5	5	4	3
4. taught strategies of instruction to locate sources of information?	5	5	3	5	5	4	4
<u>The Preparation of Reading Assignments</u>							
Are the students:							

(TABLE I cont.)

	Kean	Jersey City	Montclair	Glassboro	William Paterson	Rutgers	Trenton
1. offered instruction in preparation of the following:							
- <u>Content Analysis</u> (lesson plan which places the emphasis on how to read to understand content)	5	4	3	5	5	*	2
- <u>Structured Overview</u> (visual diagram which shows the relationship between key concepts the students know and those they need to learn)	5	4	5	5	5	*	2
- <u>Study Guides</u> (teacher-made unit of lessons covering a variety of reading skills which will help the teacher meet the individual reading needs of the student)	5	4	4	5	5	*	3
2. required to do a content analysis of a unit from a textbook used in their disciplines?	5	5	2*	5	4	*	2
3. required to submit a structured overview pertaining to a unit from a textbook used in their disciplines?	3	4	3	5	4	*	2
4. required to develop a study guide pertaining to a unit from a textbook used in their disciplines?	3	4	4	5	5	*	2
TOTALS	22 ₃	21 ₁	19 ₃	22 ₀	22 ₅	17 ₃	15 ₂

The following list ranks the total scores from part one of the investigator's questionnaire:

William Paterson College	225
Kean College of N.J.	223
Glassboro State College	220
Jersey City State College	211
Montclair State College	193
Rutgers University	173
Trenton State College	152

The purpose of the ranking is not to rate the course content at each of the seven state teacher training institutions, but to summarize the numerical data in order to reveal possible differences in the courses offered at each institution.

The following portion of Chapter IV reviews the comments and/or explanations made by the respondents. Each institution has been reviewed separately. The format of the questionnaire was used in recording the data.

Kean College of New Jersey

Part One of the Questionnaire

Required Reading Courses

The respondent indicated there are different courses for secondary education majors. However, if these students are also a part of the Reading Collateral, which leads to certification as a reading teacher K-12, then they must follow the program outline which would be the same for both elementary and secondary majors.

The sixth question in this section was not clear to the respondent. The investigator explained "weaknesses in the area of reading" referred to weaknesses in the ability to incorporate and teach reading skills in the content areas, not personal reading skills. The respondent then indicated someone who has a weakness will not pass the course at a level of "C" or above. A "D" grade in the course requires that it be retaken since that is not acceptable for a major required course at this college.

Textbooks, Supplemental Material and Course Content

Texts are selected from a group of suggested texts. A different list was provided for each course.

For the first course:

1. Burmeister, Lou E. Reading Strategies for Middle and Secondary Schools. Columbus, Ohio: Addison-Wesley Publishing Company, 1978. (Selected chapters appropriate to course content)
2. Dechant, Emerald. Reading Improvement in the Secondary School. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.
3. Roe, Betty D., Barbara D. Stoodt and Paul C. Burns. Reading Instruction in the Secondary School. Chicago, Ill.: Rand McNally Publishing Company, 1978. (Selected chapters appropriate to course content)

For the second course:

1. Roe, Betty D., et al. Course above listed. (Selected chapters appropriate to course content)
2. Smith, Carl B., Sharon L. Smith, and Larry Mikulecky. Teaching Reading in Secondary School Content Subjects. New York: Holt, Rinehart & Winston, 1978. (Selected chapters as appropriate to course content)

Supplemental Texts:

1. Piercey, Dorothy. Reading Activities in Content Areas. Boston: Allyn & Bacon, Inc. 1977.
2. Sargent, Eileen E. The Newspaper as a Teaching Tool. S. Norwalk, Conn.: The Reading Laboratory, Inc., 1975.

The respondent indicated media is used to supplement classroom instruction. The following examples were given:

1. Transparencies from classrooms
2. Excerpts from the Cherry Hill Skills project using cassettes and text
3. Understanding the Main Idea - cassette
4. Additional films and strips as available

The respondent provided the investigator with a long list of journals which included both reading and content area journals. The reading journals follow:

1. Journal of Reading
2. Reading Research Quarterly
3. Reading World

Varied techniques and strategies are used during class instruction. The following is the respondent's list:

1. Demonstrations
2. Simulations
3. Small-group study

Strategies/Sources for Determining Students' Needs

The third question in this section dealt with acquainting the students with the assets, limitations and abuses of standardized testing. The respondent wondered why the investigator did not ask the same question about criterion-referenced testing, MBS tests, etc.

Strategies for Developing Comprehension

The first question dealt with the three levels of comprehension. The respondent indicated not everyone would agree with three levels of comprehension.

Part Two of the Questionnaire

The following activities were listed in this part:

1. Critical evaluation of journal articles in professional literature
2. Textbook evaluation using readability formulae
3. Reaction papers on three speakers from a reading conference or a term paper on one aspect of secondary reading, which must be preceded by handing in an outline
4. Rewriting materials from a secondary reading level to a 6th grade level
5. Preparing a cloze test in their content area
6. Developing a sight word recognition list of words in their content
7. Develop an IRI in their content areas

Part Three of the Questionnaire

This portion of the questionnaire sought additional information. The respondent indicated as innovative ideas emerge, they are integrated into the courses. The results of current research are also incorporated into the teaching. As new films and other media become available they are obtained for previewing by students taking the courses. Student and professor reaction is the determiner as to whether the college will purchase or rent the media at another time.

Jersey City State College

Part One of the Questionnaire

Required Reading Courses

At Jersey City State College secondary education majors are required to take six additional credits or a Methods Course in addition to these.

Textbooks, Supplemental Material and Course Content

In the follow-up interview, the respondent indicated the following textbook is used:

Forgan, Harry W. and Charles T. Mangrum II. Teaching Content Area Reading Skills: A Module Preservice and In-service Program. 2nd ed. Columbus, Ohio: Charles E. Merrill, 1981.

With respect to types of media, the following types are used:

1. overhead projector - (always)
2. film strips - (occasionally)
3. films - (rarely)

The following are the journals used to introduce students to professional reading journals:

1. Journal of Reading
2. Journal of Reading Behavior
3. Reading World
4. Reading Teacher
5. Reading Instructor Journal

The following types of techniques and strategies are used to vary class presentations:

1. Thinking Strategy Games
2. Simulations
3. Lectures
4. Group discussions

Field Experience

The respondent indicated that the answers to field experience referred to the two required courses but not to the Methods Courses which are additional. During the interview, the respondent explained additional observations and field experience are also incorporated in the Methods Courses.

Strategies for Developing Comprehension

The first question of this section dealt with the three levels of comprehension as described by Herber. The respondent indicated six levels of comprehension as described by Bloom or Barrett were preferred.

Part Two of the Questionnaire

The following assignments were listed under this part:

1. Suitability Surveys
2. Readability Checks
3. Multilevel Instructional Plans in a content area

The respondent explained that Suitability Surveys refer to matching materials to students. The Multilevel Instructional Plans are geared to groups and not individuals.

Montclair State College

Required Reading Courses

The respondent indicated there are no elementary majors at Montclair State College. The required reading courses are geared for only secondary education majors. The sixth question in this section was unclear to the respondent. In an interview, the investigator explained that "weaknesses in the area of reading" referred to weaknesses in the ability to incorporate and/or teach reading skills in the content areas, not personal reading weaknesses. The respondent indicated the problem was rare. However, when it did arise, a student with weaknesses was tutored by the respondent while taking the course. The respondent also felt receiving an "F" for the course was better than receiving a "D". A grade of "F" entitles the student to take the course again, whereas a "D" results in no credit granted.

Textbooks, Supplemental Material and Course Content

The textbooks listed by the respondent were:

1. Pearson, P. David and Dale D. Johnson. Teaching Reading Comprehension. New York: Holt, Rinehart and Winston, 1978.
2. Singer, Harry and Dan Donlon. Reading and Learning from Text. Boston: Little, Brown and Company, 1980.

Audio and video tapes, films and transparencies were listed under supplemental media. The following journals are used to introduce the students to professional reading journals:

1. The Journal of Reading
2. The Reading Teacher
3. Psychology Journals
4. Reading Instructor Journal
5. The English Journal

Journal articles are also taken from journals pertaining to specific content areas. The respondent indicated the following techniques and strategies are a few among many used to vary classroom presentations:

1. DRA
2. DRTA
3. Levels of Questioning
4. Interaction Strategies

Field Experience

In the follow-up interview, the respondent stated students were not offered field observations and/or experiences. However, if a student elects the reading minor for certification, additional courses are taken which include field observation and/or experience.

Strategies/Sources for Determining Students' Needs

The first question in this section deals with familiarizing students with formal and informal measures of testing. One item was Intermediate Appraisals which the respondent indicated is not introduced in either required reading course.

The Preparation of Reading Assignments

The second question in this section dealt with a content analysis of a unit from a textbook in the students' discipline. The respondent indicated this assignment is rarely required. However, the assignment is done indirectly,

but consistently, throughout the courses.

Part Two of the Questionnaire

The following assignments were listed under this part:

1. Textbook Inventory
2. Summarizes a journal article describing reading and its relationship to content areas
3. Application of Fry's Readability Formula
4. DRA
5. IRI
6. Cloze Tests
7. Study Guides
8. SQ3R (sometimes)
9. Structured Overview
10. Levels of Questioning
11. Paragraph Patterns
12. Interaction Strategies (based on Pearson & Johnson)

The respondent indicated several different faculty members are assigned to the required reading courses. Therefore, assignments and requirements may vary.

Part Three of the Questionnaire

The third part of the questionnaire sought additional information of the required reading courses. Recently, the reading instructors at Montclair State College met to discuss the content of the two required reading courses. The purpose of the meetings was to examine what each individual was covering in his/her classes. A concerted effort has been made by the faculty to basically cover the same content in an attempt to have students develop the same reading background.

Glassboro State College

Required Reading Courses

The respondent indicated the sixth question in this

section was difficult to answer. At first, the respondent interpreted "weaknesses in the area of reading" in respect to students' personal reading weaknesses. The investigator intended the question to apply to the students' weaknesses in the ability to incorporate and/or teach reading skills in their content areas. In a follow-up telephone conversation the meaning of the question was explained. The respondent indicated the Reading Department at Glassboro State College is a Service Department. Each discipline sets its own standards. Students must fulfill the standards of their department in order to get credit for taking the required reading courses. The standards vary from department to department.

Textbooks, Supplemental Material and Course Content

The following textbooks were listed:

1. Burmeister, Lou E. Reading Strategies for Middle and Secondary School Teachers. 2nd ed. Reading, MA: Addison-Wesley Publishing Company, 1978.
2. Herber, Harold L. Teaching Reading in Content Areas. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1978.
3. Thomas, Ellen Lamar and H. Alan Robinson. Improving Reading in Every Class: A Sourcebook for Teachers. 2nd ed. Boston: Allyn and Bacon, Inc., 1977.
4. Roe, Betty D., Barbara D. Stoodt, and Paul C. Burns. Reading Instruction in the Secondary School. Chicago: Rand McNally College Publishing Company, 1978.

Two types of media are used to supplement classroom instruction. The overhead projector is always used and films and video-tapes are sometimes used. The Journal of Reading

is used to introduce students to professional reading journals. Lectures, small group interaction, simulations and demonstrations are used to vary techniques and strategies during class instruction.

Field Experience

Field observation and/or experience is not a part of the two required reading courses. However, if a student wishes a certification in reading, additional courses must be taken which offer a field experience.

Part Two of the Questionnaire

The following assignments were listed under this part of the questionnaire:

1. Lesson plans
2. Skill lessons
3. Readability checks - using a readability formula with a content text
4. Informal tests - constructing informal tests
5. Examination of curriculum guides
6. Career Education Unit - examining and finding information about various careers and discussing ways to use it in the classroom

During the telephone conversation, the respondent clarified Informal tests. For example, the students construct a test to assess a class' ability to use book parts or use study skills.

William Paterson College

Part One of the Questionnaire

Required Reading Courses

The respondent indicated the elementary and secondary

education students rarely take the same reading courses. However, sometimes because of scheduling reasons, secondary education students take the elementary reading courses. The assignment of full time reading instructors to the required reading courses depends on staff availability.

Textbooks, Supplemental Material and Course Content

The respondent listed three textbooks for use in the required reading courses. The following were the textbooks listed:

1. Allington, Richard and Michael Strange. Learning Through Reading in the Content Areas. Lexington, MA:D.C. Heath, 1980.
2. Schell, Leo M. Fundamentals of Decoding for Teachers. Chicago:Rand McNally College Pub. Co., 1975.
3. West, Gail B. Strategies for the Content Areas. Florida: Sandpiper Press, Inc., 1978.

The respondent indicated media is always used to supplement classroom instruction. However, no items were listed. Always was the rating given for the introduction of students to professional journals, but no specific journals were listed. The respondent did list various techniques and strategies during class instruction. The following techniques and strategies were listed:

1. Demonstrations
2. Films
3. Discussions
4. Sharing
5. Lectures
6. Film strips

Field Experience

During a follow-up phone conversation, the respondent clarified the comments made in this section. Although there is not a field observation and/or experience connected to the first reading course, some of the students are taking Junior Practicum at the same time. If the two courses coincide, the students are encouraged to work with groups. When taking the second reading course, the students are required to complete a case study on one reader. A candidate for the case study can be found in the school where the student completed Junior Practicum or in the student's neighborhood.

Part Two of the Questionnaire

The respondent listed the assignments required for each of the required reading courses separately. The following were the assignments listed:

First Course - Foundations

1. To complete an annotated bibliography of sources dealing with their content area of reading
2. To complete programmed text on decoding
3. To develop a DRTA
4. To develop questions for a text
5. To develop applications for LEA in their content areas

Second Course - Strategies in Content Areas

1. To complete regular assignments dealing with:
 - a. questions
 - b. vocabulary
 - c. graphics
 - d. overiewing
2. To develop a study guide
3. To complete a case study of an adolescent reader, especially as he/she reads in the specific content areas

4. To develop Advanced Organizers/Structured Overview
(sometimes)

Trenton State College

Part One of the Questionnaire

Required Reading Courses

The respondent indicated the two required reading courses are not the same for elementary and secondary education students. Students experiencing difficulty with the teaching of reading in their content areas are encouraged to take additional reading courses. However, the students usually do not.

Textbooks, Supplemental Material and Course Content

Textbook selection varies according to the instructor.

The respondent indicated the popular selections are:

1. Burmeister, Lou E. Reading Strategies for Middle and Secondary School Teachers. 2nd ed., Reading, MA: Addison-Wesley Publishing Company, 1978.
2. Roe, Betty D., Barbara D. Stoodt, and Paul C. Burns. Reading Instruction in the Secondary School. Chicago:Rand McNally College Publishing Company, 1978.

The overhead projector was listed as the type of media used to supplement classroom instruction. The Journal of Reading is used to introduce the students to professional reading journals. Lectures and demonstrations were listed as the types of techniques and strategies used during class instruction.

Field Experience

The respondent was contacted by telephone in an attempt

to clarify information about field experiences. It was indicated that no field observations and/or experiences are a part of the required reading courses. However, the students have a pre-student teaching experience during the junior year in their disciplines. If taken during the same time as the reading course, it can be used for observation and/or field experience.

Part Two of Questionnaire

The following assignments were listed under this part of the questionnaire:

1. To develop a set of strategies for integrating the teaching of reading within their content specialization
2. To use a variety of readability formulae to determine the reading level of a selection
3. To write a lesson plan using the Directed Reading Approach with text material of their content specialization
4. To develop a cloze selection for their specific content specialization
5. To read and report on articles from The Journal of Reading

Rutgers University

Part One of the Questionnaire

Required Reading Courses

The respondent indicated students with weaknesses in the ability to incorporate or teach reading skills in the content areas are required to take the course again if they fail it. However, if weaknesses are detected although the student manages to pass the course, they are not encouraged or required to take additional reading courses. Full time

faculty members teach approximately 50% of the scheduled reading courses for secondary education majors because the student body is very large and there are only three full time reading instructors.

Textbooks, Supplemental Material and Course Content

The respondent listed the textbooks she uses. However, other instructors make other choices. The following textbooks are used by the respondent:

1. Harris, Albert and Edward Sipay. How to Increase Reading Ability. New York:David McKay Co., 1978.
2. Singer, Harry and Dan Donlan. Reading and Learning from Text. Boston:Little, Brown and Company, 1980.

Films, records and the overhead projector are types of media used. The following journals are used to introduce students to professional reading journals:

1. Reading Research Quarterly
2. Journal of Reading
3. Reading Teacher

The respondent indicated college professors are usually poor at using varied techniques and strategies during class instruction. Examples given were grouping, student presentations and guest lectures.

The respondent checked always for acquainting students with a variety of opinions related to significant issues. However, the respondent indicated this often confuses the students.

Field Experience

At the present, the required reading courses do not provide the students with field observation and/or experience. However, under reorganization the Reading Department is planning two Practicum Courses to fulfill the second three credits. The change would incorporate field work in a public school.

Strategies for Developing Comprehension

The first question in this section dealt with the three levels of comprehension. The respondent questioned the selection of three levels of comprehension and cited Bloom's six levels as an example.

Interpreting Graphics

The respondent questioned the items in this section. In the follow-up interview, the investigator cited the reference used and volunteered to send the respondent the documentation.

The Preparation of Reading Assignments

The respondent did not check the items in this section, because Content Analyses, Structured Overviews and Study Guides are not always presented. The reading instructors favor the following assignments:

1. Instructional Frame
2. Generative Learning
3. Ann Braun's summarizing techniques

Part Two of the Questionnaire

The following assignments were listed in this part:

1. Text analysis
2. Content lesson Plans
3. Analysis of thinking tasks required in various disciplines as demanded by texts
4. Analysis of reading levels in a "real" classroom

Part Three of the Questionnaire

In the interview, the respondent explained the format of the two required reading courses. The first course has three credits. However, the second three credits are spread over modules. The first module consists of measurement, language development and language differences and receives .75 credits. The second module, for .75 credits, consists of levels of comprehension, questioning and study skills. The third module, for 1.5 credits is a mini course which accompanies seminar and student teaching. However, the reorganization plan would eliminate the modules and replace them with practicum courses.

COMPARATIVE ANALYSES

Part One of the QuestionnaireRequired Reading Courses

At all of the institutions surveyed, except Jersey City State College, secondary education majors are taking required reading courses which are geared toward reading in the content areas. However, at Jersey City State College, special provisions are always made for the secondary education majors. All the respondents reported they always or almost always emphasize the difference between reading at the elementary level and the secondary level as well as encourage students to take more than six-semester hours in the teaching of reading. At Kean, Jersey City, Glassboro and Trenton Colleges, the respondents indicated full time reading instructors always or almost always are assigned to the required courses for secondary education majors. Respondents from Montclair, William Paterson and Rutgers reported staff availability and student population are factors which deter full time instructors from being assigned to these courses all the time. Adjunct personnel must fill in to meet the demands.

Textbooks, Supplemental Material and Course Content

All respondents indicated students are required to purchase designated textbooks. Media is used to supplement classroom instruction at Kean, Jersey City, Montclair, William Paterson and Rutgers always or almost always. Trenton

reported it is sometimes used. The amount of usage at Glassboro depends on the type of media reported by the respondent. All institutions reported students are always or almost always introduced to professional reading journals. However, the selection of journals varied. At Kean, Jersey City, Montclair and Rutgers instructors are selecting from a large list of journals. All respondents, except the one from Rutgers who reported sometimes, indicated varied techniques and strategies are always used during class instruction. A variety of opinions related to significant issues are always or almost always presented at each of the institutions.

Field Experience

In this section, the rating alone does not necessarily reflect exactly what is happening. Comments and/or explanations were needed. At Kean and Rutgers observational experiences are almost always a part of the required reading courses. Montclair and William Paterson's respondents indicated observations are sometimes required. When the investigator discussed the rating with the respondent from William Paterson, it was revealed observations are possible only if the student is also taking Junior Practicum. If not, observations are not made. Respondents from Jersey City, Glassboro and Trenton reported observational experiences are rarely or never made.

Respondents from Jersey City, Glassboro, Rutgers and Trenton indicated student teaching experiences are not a

part of the required reading courses. The respondent from Montclair State checked "always" for this item. However, when the investigator clarified the question, the respondent said a student teaching experience is not a part of the required reading courses at Montclair State. Jersey City and William Paterson's respondents reported student teaching is almost always offered. William Paterson's respondent indicated student teaching experiences are possible only if the student is taking Junior Practicum concurrently with course work in reading.

At Kean, Glassboro, William Paterson and Trenton the recruitment of qualified cooperating teachers is rarely or never done. The respondent from Rutgers indicated since a student teaching experience is never offered, there is no purpose for recruiting teachers. However, if the desired reorganization occurs which would include a field experience, then an effort would be made to do so. The respondent from Jersey City indicated an effort to recruit qualified cooperating teachers is always made.

Strategies/Sources for Determining Students' Needs

All respondents indicated the students are always familiarized with formal and informal measures of testing. Specific items, such as the MBS tests and Intermediate Appraisals or placement tests received a lower rating. All institutions, except Trenton State College, reported students are

always or almost always familiarized with testing terms. However, at Jersey City College, all specific terms listed in the questionnaire, except standardization were given a lower rating. All respondents indicated students are always or almost always acquainted with assets, limitations and abuses of standardized testing.

Vocabulary Development in Content

The overall rating for the questions in this section by all respondents was always. However, the respondent from Trenton State College, indicated the items dealing with structural analysis and context clues are sometimes a part of the required reading courses.

Strategies for Developing Comprehension

All respondents, except the one from Trenton State College, indicated the students are always acquainted with the three levels of comprehension, as well as required to write questions or statements for each level. Respondents from Kean, Rutgers and Jersey City questioned the selection of three levels of comprehension as opposed to six and suggested using those in Bloom's taxonomy. At Kean, Montclair, Glassboro, William Paterson and Rutgers strategies of instruction to differentiate between main idea and details is always or almost always included in the course content. Respondents from Jersey City and Trenton gave this question a lower rating. Internal organizational patterns was rated

with always or almost always by all, except the respondent from Trenton who indicated sometimes.

Interpreting Graphics

Respondents from Kean, Jersey City, Glassboro and William Paterson indicated the items in this section were always or almost always a part of the course content. The other respondents gave these items a lower rating.

Development of Study Skills

All respondents indicated rates of reading and their purposes and techniques, such as SQ3R were always or almost always presented to the students. Strategies for notetaking are almost or almost always taught at Kean, Jersey City, Glassboro, William Paterson and Rutgers. It is sometimes taught at Montclair and Trenton. All respondents, except Montclair's respondent, who indicated sometimes, reported strategies of instruction to locate sources of information are always or almost always covered.

The Preparation of Reading Assignments

The respondent from Rutgers rated none of the questions in this section because at Rutgers other reading assignments are favored over the Content Analysis, Structured Overview and Study Guides. The assignments used were listed. At Trenton State College these reading assignments received a rating of "rarely", except for instruction in the preparation of Study Guides, which was rated sometimes. Kean,

Glassboro, William Paterson and Jersey City always or almost always offer instruction in the preparation of a Content Analysis, Structured Overview and Study Guides. The respondent's ratings from Montclair State varied.

Part Two of the Questionnaire

All respondents listed a variety of assignments the students are required to complete. Although there were many differences, two activities were common to the majority of listings. All respondents listed the cloze technique, and all but one (William Paterson) listed use or readability formulae as required assignments. One respondent indicated the choice of activities depends on the texts the instructors are using, since no one source provides all the answers.

CONCLUSIONS

The data reveal the majority of the institutions have developed reading courses especially for secondary education majors and the one institution which does not makes separate provisions for these students. All respondents from the teacher training institutions surveyed rated each of the following subsections basically the same:

- Textbooks, Supplemental Material and Course Content
- Strategies/Sources for Determining Students' Needs
- Vocabulary Development in Content
- Strategies for Developing Comprehension
- Development of Study Skills

All respondents, except the one from Trenton State College,

rated the items in the above subsections highly. Lower ratings were given to questions dealing with testing terms, structural analysis, context clues, comprehension and notetaking. Although the ratings under Textbooks, Supplemental Material and Course Content were basically the same, the selections of textbooks differed. The majority of the respondents rated the questions under the subsection, Interpreting Graphics, basically the same.

The majority of the respondents indicated observational and field experiences are rarely or never a part of the required reading courses. The one exception was Jersey City State College, where field experience is almost always a part of the required reading courses.

Slight differences did appear in the data under the subsection, The Preparation of Reading Assignments. Although most of the ratings given by the respondents from Kean, Jersey City, William Paterson and Glassboro were basically the same, Rutgers and Trenton responded with alternate assignments or lower ratings. Differences were also revealed in the assignments listed in part two of the questionnaire.

The investigator found the Total Scores from the numerical data to be misleading. Comments and/or explanations effected the significance of some of the ratings more than the quantitative data. The respondent from Rutgers did not rate items under The Preparation of Reading Assignments, re-

ducing the college's Total Score. However, the respondent listed the assignments the instructors at Rutgers prefer. Some questions did not receive a rating, they were answered with a comment. These comments could not be reflected in the colleges' Total Scores.

After analyzing the data from the completed questionnaires, comments, follow-up interviews and telephone calls, the investigator found no basic differences between the required reading courses at the majority of the seven state teacher training institutions. The respondent from Trenton State College rated many of the questions lower than the other respondents.

CHAPTER V - SUMMARY AND CONCLUSIONS

RESTATEMENT OF THE PROBLEM

Each year content area teachers are faced with students who lack the reading-study-thinking skills necessary to handle material presented to them in their content area classrooms. Effective September, 1977, the New Jersey State Board of Examiners took a major step, a step which would help prospective content area teachers handle this problem. It mandated that all prospective teachers must take six-semester hours or at least two courses in the teaching of reading. This change will hopefully produce teachers who will be better prepared to handle reading problems of secondary level students.

DESCRIPTION OF PROCEDURES USED

The purpose of this project was to analyze and compare the content of the two reading courses required for prospective secondary teachers. The investigator developed a questionnaire designed to elicit information about the content of the required reading courses. The questionnaire was sent to the Director or member of the reading staff at each of the seven state teacher training institutions of New Jersey during January, 1982. Follow-up interviews and telephone calls were made during February and March, 1982 to clarify information gathered in the questionnaire.

PRINCIPAL FINDINGS AND CONCLUSIONS

After analyzing and comparing the data gathered, the

investigator found similarities in many of the subsections of the questionnaire. The respondents' ratings were similar in the following subsections: Required Reading Courses, Textbooks, Supplemental Material and Course Content, Strategies/Sources for Determining Students' Needs, Vocabulary Development in Content, Strategies for Developing Comprehension and Development of Study Skills. All respondents, except the one from Trenton State College, rated the items in these subsections highly. Lower ratings were given to questions dealing with testing terms, structural analysis, context clues, comprehension and notetaking. The majority of the respondents rated the questions under the subsection, Interpreting Graphics, basically the same.

The investigator found some differences in the area of textbook selection, observational and/or field experiences and required reading assignment selections. Questions in several of the subsections of the questionnaire completed by the respondent from Trenton State College were also found to be rated lower in comparison to the other respondents' ratings.

The final analysis reveals the majority of the respondents rated the items in the questionnaire similarly. Therefore, there are no basic differences in the content of the required reading courses at the majority of the state teacher training institutions.

The investigator believes the required reading courses at the majority of the state teacher training institutions are providing secondary education majors with a sound reading background. In the area of observational and/or field experiences, the majority of the institutions need to investigate ways to provide students with field experiences which would give them the opportunity to integrate reading skills in their particular content areas. Due to the lower ratings given by the respondent from Trenton State College, it is the opinion of the investigator that improvement could be made in the areas of familiarizing students with testing terms, structural analysis, context clues and strategies for developing comprehension and notetaking.

The investigator believes the combination of both the completed questionnaire and follow-up discussions were necessary to obtain an accurate picture. All respondents were more than willing to participate and share the information. Findings of this study have been sent to each respondent.

RECOMMENDATIONS FOR FURTHER RESEARCH

The change in state certification requirements for secondary education majors has been in effect since September, 1977, and the change is effecting the new teachers entering our schools. However, the majority of the teachers in our secondary schools graduated without taking reading courses. Studies in the future could focus on the attempt being made

by school districts to provide inservice programs for secondary education teachers based on reading in the content areas.

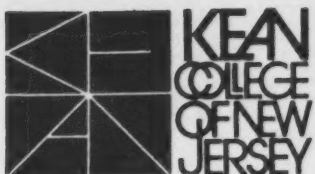
The success of teaching reading skills in those areas depends on the attitudes of the teachers involved, so another study could focus on teacher attitude. The attitudes of those teachers who have taken reading courses could be compared to ones who have not.

The opportunities for further research are countless. The importance is significant. The investigator hopes that the focus on reading in the content area will continue and receive the attention necessary in the future.

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Appendix A

164 Meisel Avenue
Springfield, New Jersey
07081

January 16, 1982

Dr. Dorothy W. Welle
Kean College of New Jersey
Union, New Jersey

Dear Dr. Welle:

As a graduate student in the Reading Specialist Program at Kean College, Dr. Putnam, my advisor, suggested I write to you for your cooperation. At the present, I am writing my thesis and believe you will be able to provide the necessary data to complete the project.

The purpose of my project is to get information about the content of the two reading courses required for all prospective secondary teachers in each of the seven state teacher training institutions in New Jersey. I would like information about the required reading courses offered at Kean College.

Enclosed please find a questionnaire. I would appreciate it if you would complete and return the questionnaire within three weeks. I will contact you in the hope of setting up a time when we might discuss the information. If you have any questions, please feel free to call.

Thank you for your time and cooperation.

Sincerely yours,

Anna Mae Stefanelli
Anna Mae Stefanelli

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School: (201) 762-5600 Ext. 255

Appendix B

A QUESTIONNAIRE ABOUT THE REQUIRED READING
COURSES FOR PROSPECTIVE SECONDARY EDUCATION TEACHERS

Purpose: The questionnaire seeks to determine the content of the required reading courses taken by prospective secondary education teachers only.

All questions pertain to the two required courses for teacher certification.

	Occurs:				
	always 5	almost always 4	sometimes 3	rarely 2	never 1
<u>Required Reading Courses</u>			Check One		
1. Are prospective elementary and secondary teachers taking the same reading courses?					
2. If the courses are the same, are special provisions made for secondary education students?					
3. If the courses are different, do they include an introduction about reading at the elementary level?					
4. Do the instructors emphasize the differences between teaching reading at the elementary level and the secondary level?					
5. Are students permitted (if not encouraged) to take more than six-semester hours in the teaching of reading?					
6. If specific weaknesses are detected in the area of reading, are secondary students encouraged or required to take additional reading courses?					
7. Are faculty members assigned to the course(s), full time reading instructors?					
Comments:					
<u>Textbooks, Supplemental Material and Course Content</u>					
1. Are students required to purchase designated textbooks? List textbooks used:					
2. Is media used to supplement classroom instruction? List items used:					

	always 5	almost always 4	sometimes 3	rarely 2	never 1
3. Are students introduced to professional reading journals? List journals introduced:			Check One 1		
4. Do instructors use varied techniques and strategies during class instruction? List techniques and strategies used:					
5. Are students acquainted with a variety of opinions related to significant issues? Comments:					
<u>Field Experience</u> Excluding regular student teaching, are the students: 1. provided with the opportunity for directed observational experiences in local schools concurrently with their course work in reading? 2. required to demonstrate the ability to integrate reading skills in their particular content area by participating in a student teaching experience which is supervised by both cooperating teacher and college instructor? 3. Has an effort been made to recruit qualified cooperating teachers who are successful reading teachers? Comments:					
<u>Strategies/Sources for Determining Students' Needs</u> Are the students: 1. familiarized with formal and informal measures of testing? - Standardized tests - NBS - Criterion Referenced tests - Intermediate Appraisals or placement tests - Informal Reading Inventories - Cloze technique - Group inventories - Observation					

	always 5	almost always 4	sometimes 3	rarely 2	never 1
2. familiarized with the following testing terms?			Check One		
- mean					
- median					
- standardization					
- types of norms					
- reliability					
- validity					
3. acquainted with the assets, limitations and abuses of standardized testing?					
Comments:					
<u>Vocabulary Development in Content</u>					
Are the students:					
1. acquainted with the three types of vocabulary: general vocabulary, technical vocabulary and specialized vocabulary?					
2. taught strategies of instruction for structural analysis?					
3. taught strategies for word recognition emphasizing context clues?					
Comments:					
<u>Strategies for Developing Comprehension</u>					
Are the students:					
1. acquainted with the three levels of comprehension?					
2. required to write questions or statements for each level of comprehension?					
3. taught strategies of instruction to differentiate between the main idea and details?					
4. acquainted with internal organizational patterns of texts?					
Comments:					

	always 5	almost always 4	sometimes 3	rarely 2	never 1
<u>Interpreting Graphics</u>					
Are the students:			Check One		
1. introduced to the reading skills necessary to interpret graphics?					
2. taught strategies of instruction for the interpretation of graphics?					
Comments:					
<u>Development of Study Skills</u>					
Are the students:					
1. familiarized with the different rates of reading and the purposes for each?					
2. taught the following study technique: SQIR, SOAR or PORST?					
3. taught strategies for notetaking?					
4. taught strategies of instruction to locate sources of information?					
Comments:					
<u>The Preparation of Reading Assignments</u>					
Are the students:					
1. offered instruction in preparation of the following:					
- Content Analysis (lesson plan which places the emphasis on how to read to understand content)					
- Structured Overview (visual diagram which shows the relationship between key concepts the students know and those they need to learn)					
- Study Guides (teacher-made unit of lessons covering a variety of reading skills which will help the teacher meet the individual reading needs of the student)					
2. required to do a content analysis of a unit from a textbook used in their disciplines?					

	always 5	almost always 4	sometimes 3	rarely 2	never 1
3. required to submit a structured overview pertaining to a unit from a textbook used in their disciplines?			Check One 1		
4. required to develop a study guide pertaining to a unit from a textbook used in their disciplines?					
Comments:					

Please list the assignments the students are required to complete.

Please make any additional comments you feel would reveal more information about the required reading courses offered to prospective secondary education teachers.



Appendix C

164 Meisel Avenue
Springfield, New Jersey
07081

April 15, 1982

Dr. Dorothy W. Welle
Kean College of New Jersey
Union, New Jersey

Dear Dr. Welle:

During the month of January, I sent you a questionnaire seeking information about the required reading courses for secondary education majors. We also discussed the contents of the completed questionnaire at a later date.

I would like to take this opportunity to thank you for your time, effort and cooperation. Without the information you supplied, it would have been impossible to complete my thesis.

Enclosed please find a copy of my findings. I hope they will be of some value.

Once again, thank you for your cooperation.

Sincerely yours,

Anna Mae Stefanelli

Anna Mae Stefanelli